

## Father Conner Chosen New Leader Of Maryland Province Jesuits

The Reverend James L. Connor, S.J., Chairman of the Department of Theology at Loyola College, has been appointed Provincial of the Maryland Province of the Society of Jesus.

Father Connor replaces in this most important position, the Reverend William Sponga, S.J., who decided to leave the order and his position during the early part of August.

Final decision on the appointment of the thirty-nine year old theologian was made by the Very Reverend Pedro Arrupe, S.J., General of the Society of Jesus, following consultation with the Jesuits of the Maryland Province.

A native of Philadelphia, Father Connor grew up in the parish of Shrine of the Little Flower. He

attended St. Joseph's Preparatory School, and entered the Society at Wernersville, Pennsylvania, upon completion of his secondary school studies. He taught Classical Languages at Gonzaga High School in Washington, D.C., from 1953 to 1956 and was ordained a priest at Weston College, Weston Massachusetts in June, 1959. He became a member of the Department of Theology at Loyola College in 1964 and was named Chairman of the Department in 1965.

Father Connor received his Master of Arts Degree in Classical Languages and Literature from Loyola University of Chicago in June, 1953. At the same time he was awarded the Licentiate in Philosophy from West Baden College, West Baden Indiana. He re-

ceived his Licentiate in Sacred Theology from Boston College in June, 1960 and his Doctorate in Sacred Theology from the Roman Gregorian University in March, 1964. Among his many professional honors and associations is membership in the Catholic Theological Society of America, the College Theological Society, the Jesuit Theological Association, the Religious Educational Association and the American Association of University Professors. He has published in the Salesian Studies and in the Theological Studies.

In his new position as Provincial Father Connor will direct the activities of the Jesuits of the Maryland Province, in an office similar to that of bishop. His appointment was effective September 8, 1968, and he will reside at the Jesuit Provincial Residence in Baltimore.

Considered by the students as one of the best professors in the school, Father Connor and his easy going manner helped to improve the student view of theology. The attitude of those students who had taken his courses was summed up by the junior who said, "it's a shame to lose him, but I feel that in his new position he will help the order greatly during these trying times."

## Dress Code Modified; Student Opinion Mixed

Fall 1968 marks the first major revision in the Loyola College Dress code during recent years.

Under the new system, suit coats no longer need be worn to class before October 15 or after April 15. In addition, coats are not needed for work in the library, and ties are no longer required in the Student Center.

During the period between October 15 and April 15, the code remains substantially the same as in past years. Coats and ties must be worn to class, to all social affairs and to all academic convocations. Blue jeans may not be worn on campus at any time, except for participation in athletic activities and inside the dorm. Socks must also be worn at all times.

Student reaction has been somewhat mixed to the new code.

Some view it as a step forward, but some feel that it is still as restrictive as the old code. There is also an indication that the new rules will be closely and tightly enforced.

Certain students objected to the idea that the dress code is some-

how closely tied to the "image" of the college. One student stated that he was tired of "dressing to convince people that I'm something I'm not, so the college can convince people it's something it's not."

What changes have occurred were the result of the work of a committee of students, administrators and alumni. Much of the impetus for this action was the result of Student Government activity of last year.

Among the plans discussed was total elimination of the coat and tie requirement. Although it was expected to receive much opposition among certain quarters of the alumni association, rumor has it that the major opposition was supplied by only one member of the alumni segment of the committee. It was also rumored that he viewed the wearing of a coat and tie as an integral part of the objectives of a liberal arts college.

No substantiation has been available for this assertion, but students who have heard the rumor expressed the opinion that some statement should be made publicly by the student government concerning the affair. In the words of ASO Vice-President Henry Bogdan "the students have a right to know all the circumstances concerning the maintenance of the dress code; the representatives of the student body should keep their constituents informed. They were not elected to keep "state secrets."

## ROTC Announces New Cadet Posts; Nagengast Picked Battalion Head

The Department of Military Science, Loyola College, has named Cadet Lt. Colonel Paul F. Nagengast as commander of the R.O.T.C. Cadet Battalion for the academic year of 1968-69. Nagengast succeeds former Cadet Colonel James Flynn, who was graduated in June, 1968.

Others named to Battalion positions were Cadet Major Kenneth J. Kaminski, Battalion Executive Officer; Cadet Capt. James P. Reynolds S1; Cadet Capt. Gary P. Harper, S2; Cadet Major Daniel D. Ziomek, S3; and Cadet Capt. Ronald J. Schmidt, S4.

Cadet Nagengast, a 1965 graduate of Mt. St. Joseph's High School, is majoring in Chemistry at Loyola College and was awarded a two year Army R.O.T.C. scholarship in June, 1967. By placing second in his Platoon at Indiantown Gap Military Reservation this past summer, he holds the distinction of placing higher than any other cadet in the history of the college at R.O.T.C. Advanced Camp. Nagengast was designated Distinguished Military Student in recognition of his performance at the six week camp.

Under the command of Cadet Nagengast, the Cadet Battalion

will experience a greater emphasis on physical training than in previous years. Also, much time will be devoted to developing the essential qualities of a good Army officer in the members of the Cadet Battalion. Nagengast and the members of his staff will be commissioned Lieutenants in June, 1969.

## Office of Dean of Men Divided Lay Personnel To Share Duties

During the summer recess there was an administrative shake-up in the office of Dean of Men. The responsibilities of the office, formerly held by Rev. Frank Bourbon, S.J., have been divided into the offices of Dean of Students and Dean of Men. Mr. Morgan Lavin and Mr. Jerome Moerschbacher have been appointed to the respective positions.

Mr. Lavin comes to Loyola from John Carroll University in Cleveland where he served seven years in the capacity of Dean of Men. He has a BS in education and a MA in education from John Carroll. Mr. Lavin is a member of the National Association of Student Administrators.

Mr. Lavin stated the responsibilities of his office as being to coordinate all campus activities and to act as liaison between the Student Government and the administration. This year, Mr. Lavin will also be acting as an advisor to the Student Government. Mr. Lavin feels this position will best acquaint him with campus politics and also aid the Student Government in that he will be able to offer advice regarding the adequacy of bills prepared for presidential approval.

Mr. Lavin expressed a desire to see all students taking an active part in campus programs, and hopes for student cooperation with his office in the various programs during the academic year.

Mr. Moerschbacher, the new Dean of Men, is a graduate of Calvert Hall and holds a BS in psychology from Towson State College. He previously worked for the Educational Psychology Department of the Baltimore City, Bureau of Educational Testing, and is a member of the National Association of Deans and Administrators of Student Affairs.

Mr. Moerschbacher stated the responsibilities of his office as being: to co-ordinate housing and administer Hammerman House, to enforce campus discipline, to maintain campus security, and to enforce the parking regulations.

Mr. Moerschbacher expressed confidence that student morale will improve as a result of the changes in the system, and hopes that the new set up will provide for better student-faculty relations. The new Dean of Men has also initiated an "Open Door" policy and promises to listen to any valid student complaint.

## Announcements

On the 29th of September, the third annual Loyola College outdoor art exhibition will be held from 1:00 to 5:00 P. M. on the athletic field. The public is invited and paintings will be held up for sale by the exhibiting artists.

Having trouble with the Book Store? *The Greyhound* is interested in obtaining complaints concerning unsatisfactory conditions which seem to be prevalent in *The Campus Store*, and if possible in remedying them. Address letters to Editor: *Greyhound* and deposit them in the *Greyhound* mailbox in the Student Center.

Father Driscoll, College Chaplain, would like to announce a change in the Mass schedule for the upcoming year.

### MONDAYS THROUGH FRIDAYS:

- 6:30 a.m.—in the Main Student Chapel
- 7:00 a.m.—in the Main Student Chapel
- 7:30 a.m.—in the Main Student Chapel
- 12 noon —in the Main Student Chapel — (Confessions before)
- 5:00 p.m.—in the Dorm Chapel

## Loyola Student Kenny Lewis Imprisoned For Refusal to Obey Draft Regulations

On July 29, 1968, Kenny Lewis, class of 1969 was sentenced to four years in Lewisburg Federal Penitentiary for violation of the Selective Service Act of 1966.

Lewis, a former member of the library staff, refused to report to the Army Medical Examination Center, Fort Holabird for his pre-induction physical. After he repeatedly refused warnings from his local draft board, legal action was finally taken against him by the Department of Justice. An ironic part to the story was the fact that Lewis would in all likelihood have been declared 4-F had he complied with the draft board directive. During his early childhood, he had contracted polio. The illness left him with a shortened left leg.

During most of his trial he remained silent. A young Quaker on trial with him however, made highly vocal his opinions on the concept of military service and the violent nature of the American Society.

The trial judge repeatedly offered them both clemency if they would be willing to serve in some other form of government service. This was indicated for Lewis as well despite his physical condition. The reason for this, the judge explained, was that he felt Lewis should be forced to apply to some type of service since he had flaunted the law.

Refusing this, the judge stated that he had no other alternative

but to sentence them both to prison.

Continuing, the judge admonished the young men for their actions. Freedom of personal choice, he said, must always be tempered with the idea of communal good. He added that he thought that their actions were hasty and ill advised.

The news of his imprisonment was received with shock by Lewis' friends. Many expressed sorrow that a talented young man had decided to cast a great part of his future away. One student added, "I don't think it was an intelligent thing for him to do, but I'm glad he had the courage to follow his convictions. It's more than I could have done in the same situation."



# THE GREYHOUND

is the student publication of Loyola College. Published weekly during regular day session by Loyola College.



Editor-in-Chief .....Tom Cramblitt

## Editorial Board

Features Editor .....RoyLavorgetto  
Sports Editor .....Mike Tonezyn  
News Editor .....C. K. Goetzke  
Editorial Editor .....Charlie Butterfield  
Business Editor .....Charlie Diggs

STAFF—Vernon Bailey, Jerry Blair, Ed Fishell, Dave Townsend

REPRESENTED FOR NATIONAL ADVERTISING BY

National Educational Advertising Services

A DIVISION OF

READER'S DIGEST SALES & SERVICES, INC.

360 Lexington Ave., New York, N.Y. 10017

## Chipraugo

By now, due to the conscientious efforts of Mayor Daley's Department of Sanitation, the streets of Chicago no longer resemble Europe, circa 1944. The hippies, yuppies, revolutionaries, and newsmen have moved on to redder pastures, and the rest of the nation has diverged into its normal election year state of comatose spectatorship.

All has been forgiven, at least in public, while the citizenry tires of being admonished for the aberrant acts of a few extremists, both in and out of uniform. Now is the time for all good men to tell us that we are not really a sick and violent society. Now is the time to scoff at the voice of protest which rose on November 23, April 5, and June 6. Yes, now is the time to elevate a progressively grosser nation on the pedestal of the Gross National Product.

The violence of Chicago has been slowly but effectively pushed into the background of the American mind along with all other things that may cause mental inconvenience. This may be excellent psychiatric therapy. But it does little to answer the lingering question: "Are we a nation of just law and order—or are we a nation where violence has become the primary method of political advancement?" Machiavelli must be an interested spectator

But excuse me—such thoughts are unbecoming the enlightened mind of a modern American, one to whom the future of the body politic will soon be entrusted. No, optimism and brightness are appropriate in times as these. Happy campaign, Hubert!

## Days of Change

Students of this college cannot escape an atmosphere of change, if not an atmosphere of rebirth of spirit in and for Loyola College. This atmosphere forces the students to ponder their situations. For without any reasonable dissent of the "old order", there would be no change here, or anywhere. Today on this campus, there are students choosing their own courses and instructors. Upperclassmen have the privilege of unlimited class absences. The position of the Dean of Studies is now occupied by a layman. These changes could never have come to be, without a reasonable amount of dissent with the "old order." We must not fail, as students in a "Liberal Arts" college to seek changes in the "old order"; if indeed, that "old order"

can no longer provide the liberality of education publicized by the college.

Emerging from what has been unjustly labled Loyola College's "radical uprising" of 1968, have come some significant changes. These changes achieved by the student demonstrations are more far-reaching than the demolition of the mountainous speed bumps; more than the arrival of a student nickelodian; more than the division of student coordination and discipline between two men rather than one; more than the student center taking on the appearance of a "student" center without disciplinary offices at its core; more than a relaxation of the dress code. We accomplished much more than any of these individual or collective changes. The most far-reaching change apparent on this campus was not contained in any list of suggestions presented to the college's president. This change was not a "battlercy" of radical students. It was the rallying point which joined 350 students into a Student Union. It was the greatest change ever achieved on this campus. It was the shaking, if not the toppling of apathy on our campus. We have indeed accomplished our goal! We did cause changes in the "old order." They were significant changes—changes long thought about and changes long promised.

We held a demonstration—a demonstration of student unity behind significant issues. A demonstration of student participation and student concern for Loyola and its future. 1968 was not the year of Loyola's "radical uprising," rather it was the year of accomplishment; the year of change; the year of "student power through student unity." This was our slogan. This was our goal. We have demonstrated that this goal is achievable. We have done what we set out to do. Now, let us take up the calling of a truly great man.—"Let us Begin Anew!"

## Responsibility

In years gone by, Loyola's Fall Convocation was laughingly called "compulsory." This usually meant that it would be attended by all underclassmen, since they were absolutely used to doing what they were told, and by most upperclassmen, since they were still pretty used to doing what they were told.

Now that we have entered into the great era of the Evergreen Enlightenment (Mr. McNierney take note), this exercise is no longer not desirous of being placed on probation. What this is probably going to mean is that the gym will considered a must for a student

be as empty as an echo chamber. When the smoke has cleared, and the guest speaker has made some pointed remark to Father President concerning the attendance or lack thereof, we can all settle back to listen to the call of the administration bird, "responsibility, responsibility, responsibility."

Most students will shrug it off until our request to eliminate coat and tie is turned down for the "nth" time. The only reason he'll recall it then, is that resonant call for responsibility he heard in September.

The validity of Father President's attitude is questionable, but it's his attitude, just as it's his college. We can cry, protest and form Student Unions but in the end, it's still his college, and his attitudes are the attitudes of power. Allowing for the fact that there is little we can do to change his mind about certain things, it would be helpful for all aspirant revolutionaries to come to the barricades, armed with at least one responsible act performed by our lethargic student body.

The Greyhound therefore encourages the student body to attend the voluntary Fall Convocation to give some demonstration that we are as mature as we claim to be.

(Ed. Note) The following is the text of the speech given by S.G. President Dave Townsend to the Freshman Class. While we neither support nor condemn what he says, we feel that his words supply excellent food for thought.

I could give you a lecture on "how to study" or "the importance of taking notes" or some such topic. All of these topics have validity, and certainly you will find that the adjustment to college is a harsh one. You will have to work harder, you will have to learn to persevere if you are going to survive

However, I would like to let these topics ride for this time in order that I may present to you a problem which has greater intensity, greater commitment, and greater universality.

Last night you heard the President of this college speak about power—human power and divine power. I would like to introduce a kind of power which is directly akin to both of these types of power—and that is student power.

You have all decided to come to Loyola College. You have chosen what is probably the best undergraduate college in Maryland. We have agreed to pay three times what we would have paid for the University of Maryland and four times what we would have paid for Towson State. The question you must constantly ask yourselves, through your stay here is "What am I getting for the money?"

What does Loyola College have to offer that I could not get at a State University. You are the customer, you have a right to demand answers.

You have heard a lot about what will be expected of you at the college. You have heard it said that you will be expected to act as men, and to this it has been added that you will be treated like men. This is precisely what Student Power is about.

Since we are expected to take on the responsibilities of men, to become independent, self-disciplining, and self-responsible; to fight this nation's wars, and to be subject to the laws of this nation and thus be treated like men. This means

we have the right to govern our college—since we are expected to take on the responsibilities of men we concurrently demand that we have a right to participate in the decisions that directly affect us. But, you ask, isn't this the theory we are handed

"Certainly," we are told, "you will be treated as men. Certainly you can make your own decisions. Certainly, this institution exists to make you all into free and independent persons."

To this we reply, "Certainly this should be the case, but in fact, this is not the case."

The fact that you have chosen one of the best colleges does not mean that Loyola is adequate for your needs. In fact higher education in America is and has been rather inadequate towards its goals of producing free and individual persons.

For example: Academic government, in most cases, is not democratic but rather strictly autocratic—colleges are about as democratic as Saudi Arabia.

Many colleges still operate according to rules appropriate to the boys' academies that most of our colleges were in the nineteenth century.

We have asked for but we have not received student control of discipline, student control of housing, serious student consultation in curricula or even the student's right to dress as he pleases.

Nearly one-half of the institutions represented in the Association of College and University Housing Officers now have one form or another of mixed housing. Here at Loyola we are still working to rid ourselves of dorm curfews.

The problems we all face—whether curriculum, regulations in dress and conduct, or individual identity—are not merely Loyola's problems. They are problems which are a part of the lives of all serious college students throughout the country and throughout the world.

All of you, I trust, have seen the violence which has occurred at the Universities of France, Spain, Germany, China, Italy and Latin America. Recently we have seen major upheavals at two of the top five universities in this nation—Berkeley and Columbia. Two days ago over 300 students were jailed at the University of Illinois for demanding an end to racism in hiring practices. And I'm sure all of you saw the violence in the streets of Chicago during the Democratic Convention.

Humphrey tells us that "the hard-working student of the past is being replaced on our living room televisions by the shouter of obscenities and hate."

What is it that makes us, as college students, so distant from the minds of the last generation. Why is it that they don't or can't see our problems?

I think there are four essential reasons that we must acknowledge.

1. We have grown up in an era in which the rate of social change has been constantly accelerating as never before. This rapid increase in the velocity of history means that our lives alter with startling rapidity. Thus the inherited and established ideas and institutions are in constant jeopardy of becoming obsolete and irrelevant because of technological changes. For our parents, for the older generation, change was very abstract and atypical. It usually resulted from dramatic innovations such as the automobile or the airplane—change was not a daily threat to

the identity of our parents. But for our lives, change is the vital, continuous, overpowering fact of everyday life; it suffuses every moment with tension and thus intensifies our search for identity in a way unfathomable to our parents

Secondly, as Marshall McLuhan has explained, we are the first television generation. Our parents are products of a "print culture." A print culture gives all experience a frame, a logical sequence and a sense of distance. We are the products of an electronic culture—television—and its communication is simultaneous and immediate. It involves all of us in a riot or a war, immediately and totally. It's medium is not logical progression but immediate sensation—that's Soul brother. And it shows us a multitude of differences in people and allows us to choose for ourselves.

A third factor that distinguishes our generation is its affluence. Our parents were content to be programmed into a job because it promised material goods—a car and a house. We have been raised with sufficient material goods and we now see that this is not enough. Man needs more than materiality and few of us want to be tied down to the hopeless, boring regimentation that characterizes the world of adults. We are not satisfied to play the "success" game

(Continued on page 4)



Despite fiendish torture dynamic BiC Duo writes first time, every time!

BiC's rugged pair of stick pens wins again in unending war against ball-point skip, clog and smear.

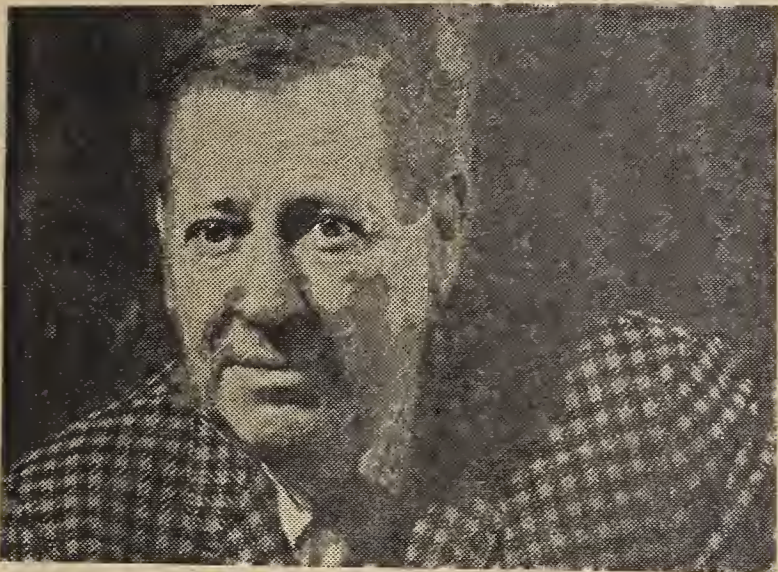
Despite horrible punishment by mad scientists, BiC still writes first time, every time. And no wonder. BiC's "Dynamite" Ball is the hardest metal made, encased in a solid brass nose cone.

Will not skip, clog or smear no matter what devilish abuse is devised for them by sadistic students.

Get the dynamic BiC Duo at your campus store now.







To Speak September 26: Paul Horgan, author and lecturer, will give the annual convocation address at Loyola College on Thursday, September 26:

# Area College Revises Curriculum Added Choices Given to Students

—Chambersburg, Pa.- (I.P.)— Important changes in the Wilson College curriculum, which will go into effect with the 1968-69 academic year, are designed to produce a curriculum that is more flexible and more sensitive to the needs of today's college students. Recommendations were developed by the Curriculum Committee under the chairmanship of Dr. Martha Church, Dean of the College. Among the changes are the new requirements for graduation. A candidate for the A.B. degree will complete a minimum of 36

courses so as to give her an opportunity to pursue certain courses in greater depth. Required courses have virtually been abolished from the new curriculum. In place of a required course in English, for example, a student must demonstrate proficiency in the use of the language. The same rule will apply to a foreign language. In the foreign language area a student may elect courses of a prescribed level or demonstrate by examination satisfactory proficiency in an ancient or modern foreign language. New freshman classes may now elect eight courses from five departments, each representing a different "approach to knowledge," including esthetic, historical and philosophical, mathematical and scientific, social and behavioral, and religious courses instead of the previous required courses. Additional incentives to explore

and experiment are provided by other features of the newly adopted curriculum. Major field seminars offered to a Senior on a "credit/no credit" basis will be broadened to make it possible for a student to elect on a "credit/no credit" basis one course each semester in her junior and senior years.

This option will be available for courses outside the field of concentration and distribution pattern and will encourage students to enroll in courses they might otherwise miss during their college careers.

Increased opportunities for independent study have also been arranged. In addition to the traditional independent study and honors program here, some students will be eligible for designation as "Havens Fellows." This program, named in honor of President Paul (Continued on page 4)

# Conceptual Educational Ideal Reaches Fruition in Baltimore Free University

A new type of educational offering will be available for persons of the Baltimore community this fall. The Free University of Baltimore will open its courses on October 6, 1968. "A free university embodies one of the earliest educational concepts, that of learning sheerly for the sake of knowledge; for personal satisfaction and the personal improvement of the individual" says Arthur Hoffman, coordinator of the program. Free Universities in other cities across the country have had a variety of directions. Some have sprung from student discontent with the formalized campus education with its seeming emphasis on credits and degrees rather than knowledge and understanding. Some have arisen in efforts to train those seeking vocational improvement. Some have aimed at politics; and some have geared toward social relations. The hope for The Free University of Baltimore is to include as many of these facets as possible into one viable institution.

The potential of such an institution is endless. Relying on the word "free" as a guide line, there is no credit, tuition, or restriction of courses by type or content. The Free University of Baltimore began to take shape in early November, 1967. The idea was suggested by Bruce Drake, editor of the Johns Hopkins Newsletter, who was familiar with such institutions in other cities. A committee comprised of Greg Mertz, Ken Borow, and Arthur Hoffman—all of the Johns Hopkins Student Council—was established to look into the potential of the founding of such an institution.

Letters were sent out to professors in the Baltimore area on a massive scale to determine whether there would be enough interest to teach such courses. Responses were returned with an overwhelming positive reaction. Professors were contacted with a more specific intent. Gerard Stevens, Peter Gallerstein, Elliot Kreiger, and Robert Johnson offered their time and services to the organizational aspects of the program. Feelers were put out for any and all potential courses. Students on the college campuses were questioned. City employees were contacted. Reactions were consistently enthusiastic.

Dr. Bell, Director of the Adult Education, authorized use of City College for a meeting place. Registration for the first se-

mester's 14 courses has been set for the 25th and 26th of September, and will be held in Room 136 at City College at 33rd and Loch Raven Blvd from 7 to 10 p.m.

"There is every reason to hope, says Mr. Hoffman, that this institution can become the symbol of the truest meaning of the word "free" in the learning realm. We hope to enroll persons from all sectors of the city with the thought that understanding is gained through communication on all levels."

It is hoped that in time those taking the courses will manage some of the aspects of the program and that they will have a voice in the courses taught and the orientation of them.

This is a new path in education. There was unlimited enthusiasm found in many parts of the community for the idea, making the prospect of success for the Free University of Baltimore highly promising.

# "Miss Baltimore" Among Unknowns In Documentary Flick "The Queen"

"The Queen" is a documentary film on the Miss All-America contest of 1967. The only catch to what is so obviously a beauty contest, is the fact that the contenders are female impersonators and quite talented at their professions. The film covers the arrival of the participants, the finding of hotel rooms, the make-up and costume application, and some very candid conversation. It depicts the trials and tribulations of the "men" as they compete for the coveted title. The pageant takes place in an establishment called "Town Hall" in New York and draws winners from local contests held all over the country. There are several

events in the procedures, including the modeling of evening gowns and bathing suits from which the judges score the contestants on poise, creativity, and, of course, "beauty." The "drag queens," as they are referred to in the film, go by the names of the cities or the sections of the country from which they come. Along with Miss Boston, Miss Fire Island, and Miss Manhattan were some of our closer neighbors—such as Miss Philadelphia and even Miss Baltimore. This film is definitely not for those who are sensitive or those who think homosexuality should be banned. However, the film is a very good documentation on the rarely (Continued on page 4)

Skippers do it!

English Leather  
ALL-PURPOSE LOTION  
NET 8 FL. OZ. MADE IN U.S.A.

English Leather®

For men who want to be where the action is. Very intrepid. Very masculine. ALL-PURPOSE LOTION. \$2.50, \$4.00, \$6.50. From the complete array of ENGLISH LEATHER men's toiletries.

A PRODUCT OF MEM COMPANY, INC., NORTHVALE, N.J. 07047

Manuscripts  
Now Being  
Accepted

THE IGNIS  
The guidebook  
for the complete idiot  
PROUDLY  
ANNOUNCES

THE GRAYHOUND  
NEEDS HELP!!

ANY BODY INTERESTED??  
IF SO PLEASE COME  
TO OFFICE U-117 AND SIGN  
YOUR LIFE AWAY.



# Loyola Pitchmen Look To Repeat In Mason-Dixon Conference Play

The 1968 Soccer team features an awesome attack. Coach Bullington will rely on Bob Gaare, Al Jones, Gil Ball and Mike Kelly to provide the power needed on the attack. These players will be bolstered by underclassmen Ty Smith, Butch Wight, Harry Koukides, Dave Weiss and Dave Omission.

Captains of the team this year are Bo Szczepaniak and Will Cook.

Returning defensemen are headed by Len (the Lizard) Lewandowski, Rich Schmith, Al Yoor Paul Meyers, Bob Ciedlecki, Bela Pallay. Again, several talented Freshmen should provide depth in the backfield. This season will mark Gary Balog's first year as starting goal-tender.

Keys to a Hound Championship repeat are threefold. Bo Szczepaniak must again cover the loose balls around midfield. Secondly, Gary Balog must face the fact that he, not Doyle, is the last defense. Finally, Len Lewandowski should renounce his uncontested W.B.A. crown because his sweeping meanderings, more than anything else, key the defense.

The Soccer team will rely on speed and accurate passing and shooting in its bid to capture the Mason-Dixon Championship. The Hounds have been strengthened offensively by the new talent out for the team. Among the Freshmen out for the team, Jerry Garraghty of Calvert Hall looked able in the goal.



## Hound Pups Win 3-0 over CC of B

Loyola's Soccer team faced the Community College of Baltimore team last Wednesday on the Hound's pitch. Because CC of B is a Junior college, Loyola played only the underclassmen in the scrimmage. The young Hounds for some reason couldn't move against the Red Devil defense in the first quarter. Play consisted of mis-kicks and too much individual play to be expected early in the season.

Loyola struck first in the middle of the second period as Butch Wittman from Calvert Hall boomed one in from 30 yards out. This score settled the Hound team. Five minutes later Butch again hit

as he eased the ball in the far corner of the net past the onrushing goalie. Ty Smith made a beautiful assist as he chipped a near cross to Butch on the play.

Soon after this score, Dave Wolf shot in from the right wing and boomed a shot home. However, the apparent goal was disallowed on an offside call.

In the third quarter, the Hounds dominated play even though the Red Devils showed good dribbling.

Loyola struck for the final time of the game as Harry Koukides headed one past opposing goalie.

## The Week After

Hound pitch chances for this year would rate even money odds in Las Vegas. This team is stronger in every area save one. This year represents a chance to prove that last year was no fluke. For the Seniors on the squad, the team has become a royal flush with the Mason-Dixon Championship as guaranteed stakes. The motivation exists and now the task of "ante"-ing up the hustle which will capture the stakes is theirs.

For Bo, Will, Lenny, Al, and both Bobbies, this year will end their college soccer play. They have played well enough to tie for the conference championship and go undefeated in regular league play. More importantly, they have delivered the nucleus for a soccer power. This season will determine whether or not Loyola will become a small power by drawing top high school talent.

The team feels that it can go all the way. Why don't you go out and watch them succeed.

Three-fourths of our regular season games will be played on the Loyola pitch this year. The players on the team will play well whether you are there to watch them or not. However, the sight of half the student population surely wouldn't harm them. Also, the class scheduling for this year has been changed and the number of students in late classes has been reduced. Come out and watch the game! Who knows, the team may be so shocked that they'll start to believe that school spirit exists.

## LETTERS TO THE EDITOR

All letters should be addressed to the Editor and brought to the GREYHOUND office, Andrew White 17, no later than Tuesday for the following week's publication. Unsigned letters will not be considered for publication; but name will be withheld upon request. The editors ask that no letter exceed 300 words in length. In the interests of brevity and rhetoric, editors reserve the right to edit any letters submitted. However, upon request, the entire text of an edited letter will be printed in a subsequent issue.

Dear Sir,

At the risk of sounding like a frustrated crybaby with a persecution complex, I'd like to offer some personal observations concerning my dismissal from Loyola College.

There are important implications to my case which should make more people in responsible positions take note. For example, one administrator of the college looked down at my cuts as implying an attitude on my part that I know everything there is to know about that particular subject and that I can't possibly learn anything from my instructor. To that I would say that no serious student would dare make that implication—and I dare consider myself a serious student. However, I feel that this particular administrator has failed to realize a more real implication. If—as he apparently believes—there is some kind of necessary relation between learning the subject matter of a course and attending the classes, then I must ask this of him: "What kind of course is it that a student can cut eleven times and still maintain a A-average? And wouldn't this say something detrimental about the course and/or the instructor? And wouldn't this raise questions about the standards of Loyola College?"

And finally, for what am I paying \$1,100 per year?" If this necessary relation does exist, then I feel it is moot that all students of Loyola ponder these questions. If it does not exist, then questions concerning the relevance and validity of any cut system in academic pursuits should be raised and dealt with in a reasonable fashion—now!

There is much *talk* of a "New" Loyola. There is much *talk* of students wanting to involve themselves in issues which are pertinent to them as students and their relationship with the college. There are many more implications to my particular case. What they are, I leave to the present student body to figure out. It's their ballgame now. But I hope that I've offered a starting point for those responsible students who claim that they want to involve themselves in the "New" Loyola. If so, then please keep in mind that it is *just* a starting point. There are more important things to consider. I must now challenge those students and ask them: "What are you going to do about the inequities and problems that you feel exist at Loyola? Who, if anyone, will take the initiative?"

Sincerely,  
Mel Seidenzahl, ex-'70

# Greyhound SPORTS

## Wilson College

Swain Havens, will be offered to a few well-qualified seniors who will be given freedom to work independently throughout one semester of their senior year.

In this way, they will pursue completely individualized programs, which, in certain cases, could mean no courses at all.

In addition to the total of 20 fields of concentration offered to students, special majors may be devised for study programs which are not possible within an existing department. A structured program, possibly along topical rather than departmental lines, will be created to meet the special needs of some students.

President Havens emphasized that curriculum improvement is a continuing process at Wilson. "The changes this year are more significant because they take into account other developments, including the growth of knowledge in recent years, the higher levels of achievement among high school graduates, and changes in design of graduate study programs," he said.

## "The Queen"

(Continued from page 3)

seen "Other" side of life. Because the film is so artistically handled, it should not be offensive to those who are conscious of the sort of film that they are going to see. The language is sometimes coarse, but within the context of the film, it adds to the film's reality.

"The Queen" is a Grove Press release and is currently being shown at the Little Theater downtown.

## Address of the President Of The Student Government

(Continued from page 1)

"Our minds have been set loose by our affluence to fill up the meaning that used to be filled by economic necessity."

And the fourth great gap that separates us from the world of our parents is that we are children of violence. Episodes of violence were abnormal in our parents' youth, but we have known only constant violence. And we are the first generation of the nuclear age. Hiroshima hangs over our heads as we struggle in an endless sea of racial violence, and continued organized violence in Southeast Asia. Violence has become typical for us, while it remains abnormal for our parents.

We cannot expect the older generation to fully understand us because our experiences differ. At the same time we cannot let this generation control our education and our lives because it is living a life and preparing us for a world that no longer exists—or will not exist in another decade.

We are no longer the "cool generation." The "cool cats" died in 1960. We can't afford to be "cool" because we're fighting to survive. Our fight has no room for cool cats and no room for hypocrisy. If you want to be a student in the decade of the seventies you've got to think practically and you've got to think "power." All of you, hopefully, will you be equipped to survive in that century? Is Loyola College giving

you the tools that will enable you to survive in a society in which change, affluence, violence and involvement have become the rule?

You've heard a lot about how Loyola is going to challenge you, I'm telling you, if you really want to learn, if you really want to prepare yourself to exist as a free person after 1984, then you'd better start now by challenging Loyola. Keep this college changing and keep it on its toes. You have a right to challenge the operations of this college—you're paying enough for it.

This college has great potential—we have a smallness in size, an openness on the part of the faculty which far exceeds state institutions, and a general commitment toward the development of the free, human person. These advantages can form the basis for the necessary changes—we're already out in front of the state universities and the society in general—but our goals can only be realized if students become involved and gain power. We cannot rely on the ruling generation to make the appropriate changes because they cannot understand our problems—they haven't had our experience. We have the experience, we have the opportunity, we must become involved. If we fail to challenge Loyola then we will not have the tools to survive. The challenge is yours, I hope you will challenge in return.

David L. Townsend